DOCUMENT RESUME

ED 180 531 JC 800 004

TITLE	Joint Policy Council on Vocational Education: Meeting Agenda.
INSTITUTION	California Community Colleges, Sacramento. Board of Governors.: California State Board of Education, Sacramento.
PUB DATE	31 Oct 79
NOTE	83p.: Agenda for a meeting of the Joint Policy Council on Vocational Education (Los Angeles, CA, October 31, 1979). Appendix A has been deleted due to irreproducibility
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Community Colleges: Compliance (Legal): Educational Finance: Equal Opportunities (Jobs): Equal Protection: Females: Grievance Procedures: *Information Dissemination: Information Networks: Junior Colleges: Legal Responsibility: Postsecondary Education: *Program Evaluation: *Sex Discrimination: *Sex Fairness: Sex Stereotypes: State Action: State Departments of Education: State Legislation: *Statewide Planning: Vocational Education
IDENTIFIERS	*California

ABSTRACT

Over 70 recommendations are contained in this report submitted to the Joint Committee on Vocational Education by Steiger, Fink, and Kosecoff, Inc. This outside agency received a contract in December, 1978, to: (1) evaluate activities and services provided by the State Department of Education and the Chancellor's Office of the California Community Colleges to eliminate sex bias, sex discrimination, and sex stereotyping: (2) provide networks throughout the state for the exchange of information: and (3) provide information and assistance to all concerned parties on submitting sex bias grievances. Their recommendations are grouped under several topics, including: review of the state plan and federal mandate: local site visits: review of extant data: network components such as a newsletter, a hotline, and grievance assistance: responsibilities of the Chancellor's Office and the State Department of Education: creating awareness: publicity: data collection on male/female enrollments in vocational education and employment: development of support actions: distribution of grants and contracts: program reviews: monitoring legislation: assisting local educational agencies: Title IX self-evaluation: in-service training: activities under various laws: support services for women: and displaced homemakers and other groups. Graphical presentations of proposed sex equity expenditures, sex fairness priorities, and sex equity goals are included. (JP)

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JOINT POLICY COUNCIL ON VOCATIONAL EDUCATION: MEETING AGENDA

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JC 800 004

California State Board of Education
California Community Colleges Board of Governors

October 31, 1979

JOINT POLICY COUNCIL
AGENDA ITEM

BACKGROUND AND SUMMARY

I. BACKGROUND

1. Statement of issue

FOSTERING SEX FAIRNESS IN VOCATIONAL EDUCATION is the title of the grant awarded to Steiger, Fink, and Kosecoff, Inc. to evaluate State staff activities to eliminate sex stereotyping, sex bias, and sex discrimination in California's public schools. The final report of this project was submitted to the State Department of Education and the Chancellor's Office, California Community Colleges, June 30, 1979.

This agenda item comprises the report's recommendations and staff comments.

2. Reason why this item has come before the Council

The Joint Policy Council requested staff to respond to the Steiger recommendations.

3. Pertinent regulations/policies

The Education Amendments of 1976, Title II (Public Law 94-482)

The Education Amendments of 1972, Title IX

4. Previous related Board action on this item

* The Joint Committee on Vocational Education, in the proceedings of October 11, 1977, unanimously adopted a motion to recommend to the State Board of Education that staff develop an RFP for an external body to perform activities under Part B Section 104(b) of P.L. 94-482 (elimination of sex bias, sex stereotyping, and sex discrimination). The contract would be for 15 months at a maximum of $100,000. A five member subcommittee was selected to review the proposals.

* January 5, 1978, the Joint Committee on Vocational Education accepted the recommendation from the subcommittee that reviewed proposals to recommend to the State Board the approval of the Steiger, Fink, & Kosecoff proposal. As soon as negotiations were completed staff was directed to "immediately proceed to develop a contract".

The State Board of Education accepted the recommendation by the Joint Committee on Vocational Education, January 12, 1978.

II. DISCUSSION OF THE ISSUE

5. Alternatives considered or to be considered

The Joint Policy Council may wish to pursue one of the following actions:

a. Accept the staff response to the Steiger recommendations

b. Reject the staff response to the Steiger recommendations

c. Modify the staff response to the Steiger recommendations

d. Request staff to continue deliberations and modifications on the response to the recommendations.

6. Rational for recommended action

It is recommended that the Joint Policy Council accept the staff response to the Steiger recommendations.

Many staff members from the Chancellor's Office and the State Department of Education were involved in the review of the report and the preparation of the response. Sex equity staff and administrators from both agencies have prepared a preliminary three-year plan of action for sex equity which addresses the objectives stated in the Five-Year Plan on Vocational Education. Staff considered the recommendations from the Steiger, Fink, and Kosecoff report in the preparation of the plan.

7. Related issues and policy implications

The State Department of Education and the Chancellor's Office, Cal Community Colleges, have entered into a contract with Carvell, Inc. to continue the evaluation of the state's progress in eliminating sex bias, sex stereotyping, and sex discrimination in vocational education.

8. Public/field involvement

None

III. REQUIRED TIMELINE

None

IV. FISCAL EFFECT

None

INTRODUCTION

On October 11, 1977, the Joint Committee on Vocational Education adopted a motion to recommend to the State Board of Education that staff develop a Request for Proposal to establish a contract or an interagency agreement with one or more external bodies to provide these specific services:

1. Submit an annual evaluation to the Joint Committee on Vocational Education on the activities and services provided by the State Department of Education and the Chancellor's Office of the California Community Colleges on the elimination of sex bias, sex discrimination, and sex stereotyping.

2. Provide networks throughout the State for the exchange of information.

3. Provide information, guidance, and assistance to local personnel, parents, students and the community-at-large on submitting grievances concerning sex bias.

The contract for providing these services was awarded to Steiger, Fink, and Kosecoff on January 12, 1978.

The purpose of the information network was to provide information and resources on sex equity in vocational education to interested educators, students, and community members. Steiger, Fink, and Kosecoff disseminated information through a bi-monthly newsletter and a toll-free Hotline.

Assistance on grievances was given by the dissemination of a twenty-two page manual summarizing redress provisions. The manual, "What To Do With Your Grievance" was disseminated through in-service workshops. Additional assistance was given through the Hotline.

The final report of the Steiger, Fink and Kosecoff project contains over 70 recommendations for the Chancellor's Office and the State Department of Education in achieving sex equity.

Awareness

Before state staff began the preparation of the Five-Year Plan, input hearings were held throughout the state. The major recommendation from those hearings was the implementation of a wide-scale plan of in-service training for vocational educators and decision-makers. A contract was awarded to Dr. Barbara Peterson, of California State Fullerton to direct the Vocational Education Equity Project (VEEP), the major in-service project for the State.

A consortium of 7 community college and 10 secondary district personnel was formed to plan and coordinate the VEEP in-service training program. Each site coordinator, as the consortium personnel are called, was given one or more counties for their areas of responsibility. Districts and colleges were requested to designate one male and one female from each high school/community college site to receive training.

Each coordinator was responsible for the implementation of a Cycle I workshop, a generic session focusing on awareness of the problem, and Cycle II workshop which gave specific assistance on the recruitment, retention, and placement of students in areas not traditional to their sex. Four Cycle II workshops were held which trained 234 trainers for local site presentations. A total of 52 workshops, (24 for community colleges and 28 for secondary schools) was held during 1978-79. As an incentive to eliminate sex bias, each district was reimbursed $40 per person for each workshop. A total of 2,637 school personnel received in-service training during 1978-79. In addition, all Subpart 3 projects involving personnel training had sex equity activities within their objectives.

The sex equity coordinators have maintained a list of interested organizations and individuals who wish to be informed on sex equity in vocational education. The members of this network which is composed of LEA personnel, advocacy groups, women's organizations, business, and labor representatives, received notices of input meetings on the Annual Plan, and requests for proposals sought by the Department of Education and the Chancellor's Office. A contract was awarded to Minority Affairs Institute to provide a more extensive list of organizations, projects, and programs addressing women in nontraditional programs, displaced homemaker and sex equity projects.

The coordinators have made presentations to the following groups:

Cal Advisory Council on Vocational Education
Cal Apprenticeship Council
Cal Association of Work Experience Educators
Cal Directors of Vocational Education
Cal Personnel and Guidance Association
County Guidance Coordinators Conference
Cal Community College Administrators of Occupational Education
Lt. Governor's Conference on Women in the Economy
Re-Entry Women's Conference
Southern Cal Vocational Education Administrators
Carmichael Kiwanis Club
Regional Conference for Kappa Alpha Psi Fraternity

Collection, Anlaysis, and Dissemination of Data

Data-gathering forms have been revised to gather information by sex and race. A Subpart 3 contractor analyzed data on enrollments. This report, "Moving Towards Sex Equity in Vocational Education" was disseminated to the field.

FOSTERING SEX FAIRNESS IN VOCATIONAL EDUCATION PROJECT

Recommendations and Staff Comments

The following recommendations were made in the SFK Final Report June 30, 1979. Staff comments follow each recommendation. Recommendations are labeled by the subject heading and page number where they can be found in the report.

Many recommendations are closely related, but appear under different headings in the report. When the same general response is applicable to two or more recommendations the response will appear under the Staff Comments to the first such recommendation. Subsequent Staff Comments will refer back to the first recommendation relating to the similar issue. If specific comments are necessary they will be placed under the appropriate recommendation.

OVERVIEW

INFORMATION NETWORK AND GRIEVANCE ASSISTANCE

Recommendations: page 3

1. Efforts should be undertaken for the continuation of a bi-monthly newsletter, utilizing an expanded format and mailing list.

   Staff Comments

   During 1979-80, a Subpart 3 project will be funded which will maintain and expand the current mailing list to include campus sex equity liaison personnel, VEEP Workshop participants and trainers, four-year college personnel related to vocational education. The contractor will also publish and disseminate a bi-monthly newsletter which will have an expanded format. Staff has assembled copies of sex equity newsletters from all areas of the country to aid in selection of a newsletter format.

2. There should be continued wide dissemination of the SFK grievance manual.

   Staff Comments

   During 1979, 1,000 additional copies of "What To Do With Your Grievance" will be disseminated to the field.

REVIEW OF STATE PLAN AND FEDERAL MANDATE

The Plan was considered adequate except in the following areas:

Recommendations: page 4

1. Section 3.16 of the State Plan contained no reference to encouraging men to seek jobs that have traditionally been held by females.

2. The incentives in the Plan seemed to fall far short of that intended by the mandate.

3. No comprehensive plan to assess the needs of the special groups described in Section 104.621 of the regulations had been developed.

Further, the State Plan appeared to miss fully reflecting the spirit of sex equity mandate since: 1) there was no sense of the ultimate impact of state actions on the opportunities for students; and 2) the bredth and depth of efforts necessary to achieve sex equity seem to have been grossly underestimated.

The next revision of the State Plan should attend to these deficiencies in the area of sex equity.

Staff Comments

Although the State Plan contained no reference to encouraging men to seek jobs that have traditionally been held by females, a Subpart 3 project is being planned for 1980-81 in the Three-Year Sex Equity Plan of Action, which will focus on recruiting and placing men in nontraditional occupations.

Currently as an incentive, local districts are being reimbursed $40 from Subpart 2 funds for each person attending the VEEP workshops. It was felt that local education personnel had to become aware of the problem through in-service training before they would establish model programs or encourage nontraditional enrollments. During 1979-80, additional incentives will be given to LEA's to encourage model programs and to encourage nontraditional enrollments.

during 1979-80, a comprehensive needs assessment on displaced homemakers will be conducted.

EVALUATION OF ACTIVITIES AND SERVICES TO FOSTER SEX EQUITY

Recommendations: page 5

1. Follow-up procedures should be implemented to ensure that the momentum created by the current sex equity projects is built upon and actually felt at the local level. To date, the projects funded in this area have tended to be single efforts. The continuance and/or expansion of certain of these projects is considered necessary to ensure actual impact is felt at the local level. In particular, sex equity materials for both students and educational personnel should be widely disseminated throughout the state, and in-service training should be continued, and if possible, expanded, to ensure vocational educators throughout the state are familiarized with the need for sex equity and the means by which it can be fostered.

Staff Comments

The VEEP (Vocational Education Equity Project) will continue throughout 1979-80 and be expanded to include the four-year colleges, particularly the teacher training institutions. A new project, CC-Page (Community College Plans to Achieve Gender Equity) will be a local component of VEEP to ensure faculty with 80% or more of one sex in their programs/classes make a plan to recruit, retain and place the nontraditional student. LEA's will be given funds to assure local coordination is achieved in the instructional areas. Equal Rights Advocates will conduct in-service training for school board members, district office personnel, and school site principals. Thus, there is a concerted effort to build a relationship between activities on a continuum basis. A Three-Year Sex Equity Plan of Action has been developed to achieve this recommendation.

2. Complete and thorough data collection, analysis, and dissemination procedures for sex equity should be implemented. In particular, this should be included in the program evaluation systems (i.e., PAVE and COPES) which assess sex bias, discrimination, and stereotyping. It is necessary that these issues of sex equity be built into on-going data collection systems so it will be possible to monitor progress over the years. Further, all relevant sex equity data (e.g., VEA-47, VEA-45 and the Sex Equity Survey) should be thoroughly analyzed and widely disseminated to both decision-makers, advisory groups, and others.

Staff Comments

During 1979-80, a secondary district project, Project to Assess the Status of Students and Employees in Vocational Education (PASSEVE) will gather, analyze, and disseminate data from the sex equity surveys, VE-45's, 47's, 48's, PAR, PAVE, and FUSE. Title IX self-evaluations will be reviewed and analyzed, with the data disseminated to the field by state staff.

The project will also assess the status of women students and employees in vocational education; assess the perceptions of students relating to equal access; determine which LEA's have balanced programs and the factors that lead to balance; and will analyze the results of the evaluation systems of the State Department of Education. The resultant data will be disseminated to the field.

3. Active program planning and development should be implemented at the state level, filtering down through regional and district personnel to the local level. A significant degree of coordination and cooperation is necessary between state staff, district personnel, projects such as VEEP and Project Alive, and the Sex Equity Coordina-

tor. The lasting impact of sex equity efforts requires that they be incorporated into administrative procedures at all levels and that various program and district personnel work with the Sex Equity Coordinator in developing specific plans and programs to foster sex equity. In this way, the likelihood of local level impact should be significantly increased.

Staff Comments

Program planning for Sex Equity activities at the state level has been addressed in meetings to develop the State Plan; through advisory committees; by setting priorities for funding of proposals; and through VEEP coordinators meetings. The local level has been invited to attend State Plan in-put sessions, receives RFPs for grants, and has been invited to attend all VEEP meetings.

Plans are underway to hold three regional training sessions for state staff, site coordinators, and selected district level personnel. In addition, CC-Page, a community college Subpart 3 project, is directly concerned with development of program plans and faculty at local campuses.

4. A full-time Sex Equity Coordinator in the Chancellor's Office should be immediately hired. In a state the size of California, the large number and wide range of tasks necessary to meet the goals of sex equity cannot possibly be met by one professional and one-third of a clerical support person. An increase in personnel with sex equity responsibilities is both necessary and required by law.

Staff Comments

The job classification for a Sex Equity Coordinator in the Chancellor's Office is currently pending approval by the State Personnel Board and the Department of Finance. This approval has been underway for many months. The process is expected to be completed by January

1980. Until that time a vocational education specialist and a staff analyst have the responsibility to perform the sex equity functions mandated in VEA-76. This temporary arrangement is a significantly greater allotment of time/resources and, while not ideal, does meet the minimum requirements of the Act.

5. State staff reorganization should be implemented to assist the Sex Equity Coordinator in accomplishing the wide range and number of tasks required in the federal mandate. To infuse sex equity concerns throughout all operations in both the State Department of Education and the Chancellor's Office, state staff should be assigned to assist the coordinator. Detailed and specific responsibilities should be delegated to other staff, particularly in the areas which have been somewhat neglected because of the Coordinator's lack of time and competing demands. This delegation of responsibilities should be arranged such that the preeminent authority of the Sex Equity Coordinator is fortified, not undermined. The staff members should report directly to the Sex Equity Coordinator when performing assigned duties in this area to ensure the Coordinator's decision-making authority is maintained in the area of sex equity.

Staff Comments

This recommendation was rejected due to the lack of factual information supporting reorganization. Other staff have been given sex equity responsibilities and will assist the sex equity coordinator throughout the year.

LOCAL SITE VISITS

Recommendation: page 9

Future state funding should be directed toward strategies for the recruitment of nontraditional students. These strategies should be widely disseminated to those at the local level.

Staff Comments

Local districts may expend funds allocated to them under Subpart 3 to recruit students into programs in which the vast majority of

persons are of the opposite sex. A state staff directed Subpart 3 project will develop and print brochures and posters for each program area to encourage nontraditional enrollments. The posters and brochures will be disseminated through program and regional office staff.

In addition, funds will be given as incentives to assist local faculty in developing plans for recruiting nontraditional students.

By June 30, 1980, a Subpart 3 project conducted by Carvell Education Management Planning to "Develop Strategies to Recruit and Retain Students in Nontraditional Programs and to Assure Program Completion and Job Placement" should be completed. This material will be disseminated and used by participants in the CC-PAGE project.

REVIEW OF EXTANT DATA

Recommendations: page 12

1. Future state funded projects should be directed toward the identification and remediation of the problems related to nontraditional students' lower: 1) rate of completion and placement, and 2) level of program satisfaction, when compared with traditional students.

   Staff Comments

   Project to Assess the Status of Students and Employees in Vocational Education (PASSEVE) will include the assessment of perceptions of students relating to equal access and other problems related to completion and placement.

2. The cause of inequities in vocational education employment should be identified to ensure problems of sex discrimination do not exist.

Staff Comments

A component of the project CC-PAGE includes working with employers in the placement of nontraditional students.

3. Steps should be implemented to ensure total local level compliance with sex equity requirements.

Staff Comments

The sex equity survey will be analyzed for LEA compliance as well as the PAR, PAVE, and COPES evaluation processes. In addition, each LEA must indicate the extent Subpart 3 allocations are used for sex equity activities as part of their application for funds.

4. State funded projects should be developed and/or expanded to meet local level needs, with particular attention given to training and assessment of needs related to sex equity.

Staff Comments

Training will be given to LEA personnel on the sex equity survey, which is a sex equity needs assessment document.

CC-PAGE (Community College Plans to Achieve Gender Equity) includes campus plans to recruit, retain and place the nontraditional student; to update the sex equity survey; to spot-check the VEA-47's and 48's; and identify exemplary programs. A Subpart 3 project is in progress to train administrators and school board members. 1979-80 VEEP activities will reach a great number of local faculty.

SEX EQUITY COMPONENT IN SUBPART 3 PROJECTS

Recommendation: page 13

Quarterly reports should be submitted to state staff so the accomplishment of the required sex equity component can be monitored and thereby ensured.

Staff Comments

Quarterly reports are a requirement of all state projects. Each sex equity project has an assigned project monitor who has a check list of monitoring activities to ensure the success of each project.

INFORMATION NETWORK: NEWSLETTER

Recommendations: page 32

1. Major expansion of the mailing list to include teachers and counselors. It appears that the Newsletter was seldom circulated by vocational education administrators to their teaching and counseling staff. Expanded dissemination efforts and a significantly larger and more comprehensive mailing list will help ensure the development of a local information network. Vocational program area advisory boards, curriculum specialists, and teachers particularly need to be reached since their impact at the local level is obviously significant.

   Staff Comments

   During 1979-80, there will be a concentration of VEEP and CC-PAGE workshops on local campuses. More teachers and counselors will become aware of the newsletter as a result of the workshops. Local districts and community colleges will be involved in writing plans for sex equity. These plans will include means of informing advisory boards, curriculum specialists and teachers about sex equity in vocational education. (See comments to Recommendation 1, page 1.)

2. Expanded format to allow greater in-depth reporting. A four-page format is suggested. The present two-page format requires intensive condensation of important and helpful information.

Staff Comments

(See Staff Comments to Recommendation 1, page 1 of this document.)

INFORMATION NETWORK: HOTLINE

Recommendation: page 32

That the funding period for any similar information network contract be expanded to three years, renewable each year on the basis of performance. The time, effort, and costs of re-establishing the project every year are considerable. Moreover, the clients using such services need to be able to establish reliable, enduring contacts. A number of Hotline callers during the final month of the contract period have expressed concern in this area.

Staff Comments

Staff concurs. For 1979-80, the newsletter and maintenance of the network will be a component of a Subpart 3 project. Consideration will be given to the continuity of such activities.

INFORMATION NETWORK: GRIEVANCE ASSISTANCE

Recommendation: page 33

The Hotline grievance assistance appeared to be valuable to the small number of people who used it. Steiger, Fink & Kosecoff thus recommends that such a service be continued using a "call collect" system.

Staff Comments

Assistance should be given to persons who are considering grievances or complaints. State offices, however, cannot accept collect calls. Therefore, it would be more feasible to distribute literature stating that assistance on grievances can be obtained by writing to the sex equity coordinators at their address.

EVALUATION OF ACTIVITIES TO FOSTER SEX EQUITY IN VOCATIONAL EDUCATION

Sections 3.14 - 3.16 of the California Five-Year State Plan

Broad Recommendations: page 50

1. The implementation of follow-up procedures for use with programs, workshops, and activities to ensure the momentum they created is built upon and actually felt at the local level;

Staff Comments

The Vocational Education Equity Program (VEEP) workshops provided both legal and practical information to eliminate discrimination and help create an awareness of activities to reduce sex bias. Cycle III of the Vocational Education Equity Project has been funded for 1979-80. The project will expand to include the four-year institutions. During Cycle II of VEEP, 300 persons were trained to provide local district/campus assistance. The VEEP site coordinators will coordinate on-site presentations given by the trainers. Over 3,000 additional persons should be reached during 1979-80.

During 1980-81, in-service training will be provided to existing members of the network and additional junior high school representatives. Regional workshops will take place during 1981-82.

During 1979-80, Equal Rights Advocates will provide in-service training to school board members and district office personnel. They will also provide in-service training to members of community based organizations throughout the state.

2. The implementation of complete and thorough data collection, analysis, and dissemination procedures for sex equity concerns;

Staff Comments

(See Staff Comments to Recommendation 2, page 4 of this document.)

3. The implementation of active program planning and development at the state level, filtering down through regional and district personnel to the local level;

Staff Comments

(See page 5 for Staff Comments to Recommendation 3.)

4. The immediate hiring of a full-time Sex Equity Coordinator (Specialist) in the Chancellor's Office, California Community Colleges; and

Staff Comments

(See Staff Comments to Recommendation 4, page 5.)

5. The implementation of state staff re-organization to assist the Sex Equity Coordinator in accomplishing the wide range and number of tasks required in the federal mandate.

Staff Comments

The sex equity coordinators will be assisted in meeting the legal mandates by three Subpart 3 contractors. Additional assistance will be given by regional office personnel who have been given sex equity responsibilities. While no staff members report to the sex equity coordinator, progress has been made by some staff members in gaining expertise in sex equity. This should be of assistance to the sex equity coordinators.

CHANCELLOR'S OFFICE

Recommendations for Objective 1: page 52

1. All staff in the Chancellor's Office and the Department of Education should be notified that the Affirmative Action Officer in the Chancellor's Office is not the Sex Equity Coordinator. All staff should also be notified that the Chancellor's Office, realizing the importance of filling this position, is presently trying to obtain funds for a temporary, full-time Sex Equity Coordinator.

   A full-time individual should be hired immediately to fill both this position and the requirements of the law.

   Staff Comments

   The Chancellor's Office understands the importance of providing leadership to promote sex equity activities. Notification has been sent to all state staff and to the field regarding the assignment of staff.

2. Once the Sex Equity Coordinator in the Chancellor's Office is hired, efforts should be undertaken to ensure that this position is, in fact, a permanent one, with no gap between the end of one contract and the beginning of another. Only in this way will it be possible to maintain continuous effort involving the coordination of sex equity activities through the Chancellor's Office.

   Staff Comments

   (See Staff Comments to Recommendation 4, page 5.) Efforts will be made to maintain continuity in the coordination of activities.

STATE DEPARTMENT OF EDUCATION

Recommendation for Objective 1: page 54

In general, there seems to be a good deal of controversy surrounding the placement of the Sex Equity Coordinator. Some of this controversy stems from the wide range of duties required of the Coordinator. We therefore recommend that the State Director of Vocational Education reexamine the placement and position of the Sex Equity Coordinator. Creative administrative organizational changes should be considered and options to the Coordinator's current placement should be reviewed.

Administrative re-organization allowing the Sex Equity Coordinator to report directly to the Director or Assistant Director of the Vocational Education unit should be seriously considered.

We believe this placement in the organization would afford the Coordinator greater credibility and would lead to increased effectiveness in performing the required functions of the position. The Coordinator could thus report to those directly responsibile for developing programs and policies, yet have immediate contact with those responsible for implementing such programs and policies. Unless the Coordinator is able to gain this kind of authority, the mandated functions of the Sex Equity Coordinator will not be able to be easily or effectively carried out.

The Coordinator's numerous responsibilities, furthermore, cannot be adequately carried out with limited, and at times, no available support staff. As a result, the federal mandate has not been satisfactorily met. Ideally, support staff should be hired for the Coordinator. But if funding and staffing constraints make this impossible, we recommend that the State Director of Vocational Education assign other members of his staff to assist the Coordinator. For example, detailed and specific responsibilities could be delegated to other staff, particularly in the areas which heretofore have been somewhat neglected because of the Coordinator's lack of time. This delegation should be arranged such that the preeminent authority of the Sex Equity Coordinator is fortified, not undermined. The staff members should report directly to the Sex Equity Coordinator when performing assigned duties in this area (although their prime responsibilities may be in another area). Only if the Coordinator retains decision-making authority can the mandate be properly fulfilled. This needs to be considered in the case of the displaced homemaker projects as well as the section 104(b) duties.

Staff Comments

The recommendation that the sex equity coordinator report to the Assistant Director of Vocational Education was considered and rejected by the Vocational Education Executive staff.

CREATING AWARENESS

Recommendation for Objective B(1): page 60

1. Activities to create awareness have had a good start, in particular, VEEP, having contacted nearly 3,000 individuals, SFK's newsletter reaching another 2,800, and the Sex Equity Coordinator's numerous presentations. However, these efforts must be continued and follow-up procedures established to ensure that awareness in

this area is maintained. Further, additional efforts should be undertaken to reach more people (particularly classroom instructors as noted in the Site Visit Report, Section IVB of this document) and to create greater awareness throughout the state.

Staff Comments

VEEP has identified 300 individuals who will receive additional training and have agreed to assume responsibility for inservice training in their local area. Each Community College has identified a person to be the liaison contact with the Chancellor's Office Sex Equity Specialist. Each secondary school district was requested to select one male and one female from each school site to be representatives for sex equity in vocational education.

2. State staff should become more familiar with the Subpart 3 sex equity projects so they can inform district and local level personnel about the projects. In this way, state staff would here by be able to act as liaisons between these projects and district and local level personnel. This kind of communication link between the projects and the LEA's would enable to projects to have greater impact on the local level.

Staff Comments

This objective will be accomplished during the state staff in-service training planned for 1979-80. Staff will also become more aware of Subpart 3 projects through the Newsletter, and the booklet describing State Department of Education and Community College activities.

PUBLICITY ON HEARING FOR STATE FIVE-YEAR PLAN

Recommendation: page 61

It is recommended that systematic and continuous procedures similar to those utilized during the development of the Five-Year Plan be established

to keep all interested people throughout the state informed regarding the state plan. Input from outside sources should be actively sought both during the yearly revision of the Five-Year Plan and during the formulation of the next Five-Year Plan.

Staff Comments

A Subpart 3 contract will be funded which will inform all members of the network of input hearings on the Five-Year Plan and the Annual Plan. Contacts with Commissions on the Status of Women, Women in Apprenticeship groups, business, industry and labor will be maintained. Project Alive was designed to assist in this effort.

GATHER, ANALYZE, AND DISSEMINATE DATA ON ENROLLMENTS OF MALE AND FEMALE STUDENTS IN VOCATIONAL EDUCATION

Recommendations For Objective B(2): page 64

1. A 5% to 10% spot-check should be conducted of the VEA-48 data to assess accuracy. If the margin of error is within an acceptable range, then the VEA-48 should be retained; however, if the margin or error is too great, then other student accountability data sources should be investigated.

   Staff Comments

   VEA-48 data are collected from local districts. To "spot-check" such data would take both personnel and funds, neither of which are available at this time. The Specialist performing the Sex Equity functions at the Chancellor's Office plans to check for validity of the Sex Equity Survey and will spot-check the VEA-48s at that time. A secondary project, "Project to Assess the Status of Students and Employees in Vocational Education" will address this recommendation.

2. Analyses, using the best available data, should be conducted each year like those described in COICC's "Moving Toward Sex Equity" document and the updated sex balance report. Additional analyses, broken down by regional and district level should also be under-

taken. Further, there should be a systematic procedure established so that reports on trends regarding enrollment by sex can be readily disseminated to interested community groups, and state, regional, and district decision-makers.

It is vital that data be collected on a regular, on-going basis and that it be analyzed in a way useful to policy and decision-makers. If properly undertaken, a systematic data collection system (initially collecting base line data and then continuing on a longitudinal basis) can serve as a valuable tool in long-range planning. Efforts to help achieve and assess sex equity in vocational education can be greatly facilitated through the development of such a data collection system.

Staff Comments

Data from Subpart 3 projects will be analyzed and disseminated to the field. Reports on trends regarding enrollment by sex will be disseminated. (See Staff Comments to Recommendation 2, page 4 for additional comments.) The Project to Assess the Status of Students and Employees in Vocational Education will facilitate the collection and analysis - dissemination of data on a state and local level.

3. An abbreviated versicn of the COICC documents, clearly describing enrollment trends by sex should be developed & disseminated to state, regional, and district staffs, in addition to all interested community groups and state level decision-makers.

Staff Comments

Effort will be made to incorporate this recommendation into the COICC project.

***The Project to Assess the** Status of Students and Employees in Vocational Education will address this recommendation.*

GATHER, ANALYZE, AND DISSEMINATE DATA ON EMPLOYMENT.....INCLUDING HIRING, FIRING, PROMOTION, ETC.

Recommendations for Objective B(3): page 67

1. Procedures should be developed to collect the required data regarding the employment of men and women in vocational education programs and vocational guidance (e.g., hiring, firing, promotions, resignations, job descriptions, and salaries).

   Staff Comments

   By June 30, 1980, a Subpart 3 project conducted by Ira Nelken and Associates to "Determine Nature of Vocational Enrollments in Terms of Sex and Racial Balance and Devise Strategies to Overcome Deficiencies" will be completed. The contractor will use VEA-45's, 47's, and 48's for 1977-78 to identify occupational programs, student enrollments in nontraditional programs, and employee data in administration of occupational education. Comparisons will be made with the 1976-77 data. Fifty community colleges and 133 secondary schools will be randomly selected. A system for gathering information and costs will be designed. A 1979-80 Subpart 3 project (PASSEVE), will be awarded to assess the status of women in vocational education including the hiring, firing, promotions, resignations, job descriptions and salaries.

2. The analysis of the VEA-47 data with reference to the employment of male and female personnel in vocational education should be carried out and disseminated through the same channels utilized for the dissemination of the VEA-48 data. The report should provide specific trend data for purposes of program monitoring.

   Staff Comments

   The Nelken project and PASSEVE results will be disseminated, through VEEP, CC-PAGE, other workshops and district liaison contacts.

DEVELOP AND SUPPORT ACTIONS TO CORRECT PROBLEMS

Recommendation for Objective B(4): page 70

Systematic procedures should be developed whereby both local and state staff Title IX complaints can be formally and easily brought to the attention of personnel in both the Chancellor's Office and the Department of Education. These procedures should be widely disseminated among all vocational education personnel.

Staff Comments

To develop and support actions to correct problems brought to the attention of the sex equity personnel is a massive task. Many of the problems brought to the attention of the sex equity coordinators have come from state staff. Therefore, during 1979-80, the focus of the state's efforts will be on state staff activities and policies in order to prepare for a federal government review.

An increasing number of local problems are being brought to the attention of the coordinators due to increased awareness brought about by in-service training projects. All Cycle I VEEP workshops contained components on the grievance process. "What to Do With Your Grievance" was disseminated through VEEP and additional copies will be disseminated during 1979-80.

At the present time it is unclear which procedures would be appropriate for the sex equity coordinators to pursue. The responsibilities for Title IX complaints must be reviewed in light of the Office of Civil Rights Guidelines and local control.

REVIEW THE DISTRIBUTION OF GRANTS AND CONTRACTS

Recommendations for Objective B(5): page 72

1. An evaluation should be conducted of the sex equity assurance written into all state funded projects. This evaluation need not be conducted on all projects, but merely a representative sample, thereby identifying the extent to which sex equity concerns are fully addressed by State funded projects.

   Staff Comments

   Each of the 1977-78 RFPs required at least one objective and activity to promote sex equity. The 1978-79 RFPs were not as specific. This recommendation will be considered in the plans for priority setting and funding of 1979-80 proposals.

   A 1978-79 Special Evaluation Project was awarded to Cabrillo Community College to evaluate all Subpart 3 and Subpart 5 Ancillary Projects. Sex Equity staff will make an effort to ask the project personnel to make a specific evaluation of sex equity activities.

2. Consistent, clearly defined sex equity review and monitoring procedures should be developed for all grants and contracts.

   Staff Comments

   Vocational Education projects are so varied in scope and purpose that concrete review criteria may not be applicable. The sex equity coordinators have negotiated with perspective contractors to insure that appropriate procedures for attaining sex equity are implemented. (See Staff Comments to the Recommendation for "Sex Equity Component in Subpart 3 Projects," page 9.)

3. The review and evaluation procedures used to ensure that sex equity concerns are adequately addressed require substantial time and effort on the part of state staff. Nonetheless, these procedures should be retained in order to fulfill the general purposes of Title II.

Staff Comments

Staff concurs.

REVIEW ALL VOCATIONAL EDUCATION PROGRAMS IN THE STATE FOR SEX BIAS

Recommendation for Objective B(6): page 77

The Sex Equity Survey is capable of providing useful information for purposes of program development. However, before it can be effective, the question format must be revised (see suggestions above) so that the question-statements are more clearly defined and the answer options are more appropriate. Moreover, the data collected by this survey must be anlayzed by both the Department of Education and Chancellor's Office to identify areas needing remediation and thereby, needing program development and implementation. Ideally, the data should be analyzed by both the regional and district level to enable local level program planning to be undertaken. If state staff is not available to complete this most important task, then an outside source should be utilized. The analysis of this survey cannot afford to be neglected. Procedures should also be developed to bring the results of the analysis to the attention of state and local level decision-makers and interested community groups for purposes of planning and implementing sex equity programs in vocational education.

Staff Comments

When the Sex Equity Survey was devleoped great efforts were made to computer program the materials so comparisons of data could be made yearly. Rather than revising a computer program an alternative would be to attach clarifying statements for each question and give example answer options. Extensive revisons of the format and substance of the survey would necessitate approval by the State Department of Education's Data Acquisition Committee. Since this is a lengthy process, staff believes it would not be feasible to

revise the survey. A component of the CC-PAGE project is to update the sex equity survey on local campuses and enable them to develop short-term remedies and long-term positive approaches to sex fairness.

State Department Regional Staff will give assistance to LEA's in completing the sex equity survey.

The American Institute of Research (AIR) is developing the California sex equity survey into a national model. Data from each State will be computerized and disseminated nationally.

MONITOR THE IMPLEMENTATION OF LAWS PROHIBITING SEX DISCRIMINATION

Recommendation for Objective B(7): page 79

Because of the massive responsibilities of the Sex Equity Coordinator, the monitoring of laws prohibiting sex discrimination, including the review and analysis of affirmative action plans, has not been adequately accomplished. Since state agencies, facing fiscal constraints, cannot hire support staff to help the Coordinator accomplish these tasks, we recommend that the State Director of Vocational Education seek organization alternatives to do this. That is, staff should be delegated monitoring and reviewing responsiblities, but should report directly to the Sex Equity Coordinator. In any re-organization, the preeminent role of the Sex Equity Coordinator must be preserved and supported.

Staff Comments

Monitoring all the laws pertaining to sex discrimination in employment is an insurmountable task. Therefore, staff has agreed to address this function on an exception basis. Publicity and materials will be disseminated on sex discrimination and employment. References will be made in all materials to seek assistance from the Sex Equity Coordinators in sex discrimination cases.

ASSISTING LOCAL EDUCATIONAL AGENCIES

Recommendation for Objective B(8): page 83

1. Efforts should be made to coordinate formal and informal activities undertaken to improve vocational education opportunities for women to ensure that:

   a. there is not duplication of effort;
   b. a sense of continuity and direction exists for all activities; and
   c. the results of all activities are widely disseminated to all levels in both the Department of Education and the Chancellor's Office as well as to other interested individuals and organizations.

   Staff Comments

   The Sex Equity Advisory Committee will be reconstituted to include representatives from various groups providing resources and initiating activities both formal and informal, pertaining to promotion of sex equity, including occupational opportunities for women. Members will be asked to share information as well as advise staff on the direction of activities for 1979-80. Dissemination of plans to coordinate activities, as well as related information, will be made through the networks previously mentioned.

2. Exemplary programs should be identifited in specified areas, and those involved in the exemplary programs should be utilized to provide training to their colleagues. These workshops should provide participants with free materials and information which they can then use in their classroom.

   Staff Comments

   Criteria will be determined to identify exemplary projects. Persons responsible for such programs will be asked to be VEEP trainers. A 1978-79 VEA Subpart 3 Special Evaluation Project has been awarded to Cabrillo Community College District to evaluate all 1978-79 Subpart 3 and Subpart 5 Ancillary Projects. This project will assist the

Sex Equity Coordinators to identify exemplary projects. Information about them will be disseminated to the field. Future VEEP workshops will focus on exemplary programs. A component of Community College Plans to Accomplish Gender Equity (CC-PAGE) will identify exemplary programs and allow for faculty initiating such programs to make presentations at other campuses.

3. The information obtained and the materials developed by the state-funded sex equity and displaced homemaker projects should be widely disseminated to guarantee the utilization of this information at the local level. Project VEEP has started to do this in their Cycle 3 workshops, but additional efforts over a continuous period should be undertaken to enable local personnel to have the materials necessary to communicate in their classrooms, the ideas behind sex equity.

Staff Comments

There is no doubt staff concurs with this observation and will make every effort to continue informing local personnel as well as distributing materials. Future in-service workshops will focus on information and materials developed by sex equity, displaced homemakers and support services for women projects.

REVIEW THE SELF-EVALUATION REQUIRED BY TITLE IX

Recommendations for Objective B(9): page 86

1. Vocational education personnel in the Department of Education and the Chancellor's Office should assist other interested organizations in establishing simple and consistent quidelines for institutions completing the Title IX Self-Evaluation. Examples of sample Self-Evaluations should be made available to institutions to help facilitate the completion of this report.

Staff Comments

Originally, the request for the Title IX self evaluation was sent directly from Washington D.C. to the districts, by-passing state agencies. The Sex Equity Survey contained a request for the districts to send completed Title IX self evaluations to the State offices, as required by the Five-Year Plan. The new OCR (Office of Civil Rights) regulations indicate "Although the regulations for Title IX and Section 504 do not assign a similar responsibility to State agencies, the Department (BOAE) intends to issue a Notice of Proposed Rolemaking to eliminate this inconsistency with Title VI." To date federal direction to State agencies has been very inconsistent.

Regional office staff will be given in-service training by State Department of Education personnel. They, in turn, will assist LEA's in completing the Title IX self-evaluation. Districts needing in-depth assistance are referred to the Title IX office.

2. Department of Education and Chancellor's Office staff should fully implement procedures for withholding payment from those schools who do not complete the Title IX Self-Evaluations.

Staff Comments

The completion of the Title IX self-evaluation is being considered as a compliance item on the Program Administrative Review (PAR). The incompletion of this item would automatically make the district ineligible for funding.

3. Because of the massive responsibilities of the Sex Equity Coordinator and the financial constraints which inhibit adding more staff, we recommend that the State Director of Vocational Education examine new and creative utilization of his staff members (whose prime responsibility may be in other areas) to assist the Sex Equity Coordinator in monitoring the submission of the Title IX Self-Evaluations, and in analyzing them. These support staff members, when working in this capacity, should report directly to the Sex Equity Coordinator.

Staff Comments

A task force will be established to assist the sex equity coordinators in reviewing the secondary districts Title IX evaluations. In the Chancellor's Office all Title IX self-evaluations are reviewed by the Affirmative Action Officer.

REVIEW THE FIVE-YEAR STATE PLAN PRIOR TO THEIR SUBMISSION TO USOE

Recommendation for Objective B(10): page 89

The planning schedule should be distributed at an early stage to the Sex Equity Coordinators at both the Department of Education and Chancellor's Office, the Ad Hoc Committee on Sex Equity, plus other interested sex equity advisory councils and community groups to ensure that they are familiar with the deadlines. Annual plan drafts should be quickly disseminated, providing sufficient lead time for these groups and individuals to thoroughly review them and make recommendations. These procedural changes should ensure that interested parties are involved in and have a greater impact upon the planning process. To guarantee a thorough review of sex equity issues in all stages of the planning process either the Sex Equity Coordinator or a member of the Ad Hoc Advisory Committee on Sex Equity should be appointed to the committee responsible for annually revising the Five-Year Plan.

Staff Comments

Beginning early August 1979, administrators and Sex Equity staff from both the State Department of Education and the Chancellor's Office will develop a Three-Year Sex Equity Plan of Action that will build on the objectives of the Five Year Plan and the 1978-79 Annual Revision. Subsequently, objectives for sex equity in annual

revisions will build on the Action Plan, which in turn, will become the Plan for the following year. The Sex Equity Advisory Committee, being reconstituted, will receive copies of the objectives for the Annual Revisions of the State Plan and meet for the purpose of giving their in-put. Meetings will be held throughout the State concerning the Annual Plan. The sex equity coordinators will ensure that interested parties are invited.

INFORMATION RELEVANT TO MONITORING PURPOSES

Recommendations for Objective B(11): page 93

1. Dissemination of information relevant for monitoring purposes, particularly information related to enrollment figures, should be widely disseminated to state, regional and district staff, plus interested community groups and individuals.

   Staff Comments

   Staff concurs with this observation. (Refer to Staff Comments to Recommendation Objective B(3), on page 18.)

2. The previously discussed dissemination activities should be maintained and broadened to ensure information reaches the classroom level. All accessible avenues of dissemination should be utilized to spread information on sex balance in enrollments and employment, and on the evaluation of sex equity efforts.

   Staff Comments

   A plan for a more total dissemination of sex equity materials is being developed by the Sex Equity Coordinators.

IDENTIFY AND DEFINE ISSUES

Recommendation for Objective C(1): page 95

As noted by CACVE in their Ninth Annual Report, greater specificity of goals and objectives related to sex equity should be developed in addition to criteria upon which the elimination of sex bias and stereotyping can be based.

Staff Comments

A Subpart 3 evaluation project will be funded to assist the state staff in refining the goals and objectives related to sex equity.

PROVIDE IN-SERVICE TRAINING

Recommendation for Objective C(2): page 99

1. Additional training is needed to a) ensure the momentum generated to date is not lost; and b) reach a greater number of vocational education personnel, particularly administrators.

   Obviously, it is not possible to eliminate sex bias, stereotyping, or discrimination with a single sex equity component in a one-day workshop, or with two days of intensive training. It is a start, but only a start! What is needed is follow-through in terms of additional training and contact. Also, for sex equity activities to be developed and fully implemented at the local level, administrative personnel must be supportive. Thus, training efforts should be generated specifically for this population.

   Staff Comments

   (Refer to Staff Comments for Review of Extant Data, Recommendation 4 on page 8.)

3.14.2 ACTIVITIES UNDER SUBPART 2

Recommendation: page 100

Additional Subpart 2 funds should be set aside to ensure that the VEEP participants' costs in terms of travel, per diem, and pay for substitutes are entirely covered.

Staff Comments

Funds were set aside to ensure VEEP participation. Many secondary districts and colleges sent personnel at district expense. The $40 was just incentive and was never expected to pay the full expense for a district's participation. This activity will be continued if it is determined that the reimbursement is a proper Subpart 2 expenditure.

3.14.2 ACTIVITIES UNDER SUBPART 2 OBJECTIVE 3

Recommendation: page 103

1. Clear, concise, guidelines for completing the sex equity survey, for both secondary schools and community colleges, should be developed and disseminated with the instrument. Clear instructions and criteria upon which to base responses should be developed to aid those completing the document and thereby increase the accuracy of the data collected.

Staff Comments

(Refer to Staff Comments for Recommendation for Objective B(6), page 21.)

OBJECTIVE 5

Recommendation: page 105

Plans should be implemented to require all secondary and postsecondary schools to complete and have on file the Sex Equity Survey, Title IX Self-Evaluations and Affirmative Action Plans before their claim will be paid. This would be an important step in that it would illustrate the seriousness with which state staff view the completion of these documents, and thereby, the adherence to the Five-Year Plan to foster sex equity.

Staff Comments

All LEA's must address sex equity in their applications for VEA funds. In the secondary system the sex equity survey must be on file before the application can be processed. This procedure will be addressed by the community colleges for the 1980-81 funds.

OBJECTIVE 9

Recommendations: page 111

1. Items capable of assessing sex bias, discrimination, and stereotyping should be designed for use in the COPES and PAVE evaluation systems. Ideas should be sought from knowledgeable sources both within the state staff and outside of it. Specific items should also be added to the student questionnaires to assess interest in entering nontraditional areas and perceived barriers to entering.

   Staff Comments

   Although PAVE includes sex equity items, it is undergoing further refinement. The COPES instrument has a limited number of items which could be expanded to more fully address the issue of sex fairness. A 1979-80 Subpart 3 project (PASSEVE), will assess perceived barriers of students entering nontraditional programs as will the Carnell project for community colleges.

2. The COPES student questionnaire should assess the respondent's sex and the data should be analyzed by sex of respondent.

   Staff Comments

   If additional items are warranted and if funds are available, the recommendation can be achieved.

3. The PAVE data should be analyzed with specific reference to those items assessing sex equity concerns.

Staff Comments

The Project to Assess the Status of Students and Employees in Vocational Education (PASSEVE) will analyze the PAVE data.

4. Follow-up site visits should be conducted to assess the extent to which program recommendations made through the PAVE and COPES evaluation systems are actually implemented.

Staff Comments

Some on-site verification of PAVE is planned. However, the lack of funds and staff time precludes in-depth investigations of sex equity activities. Alternate methods may have to be devised to accomplish this recommendation.

3.14.3 ACTIVITIES UNDER SUBPART 3 OF THE ACT

Recommendation: page 115

A number of Subpart 3 projects have been funded in the priority areas identified by the State Plan. Future Subpart 3 funding in the area of sex equity should not be reduced. A good start has been made; however, in order for the goal of sex equity to be met, greater funding and effort over the next few years will be required. Otherwise, only a minimal reduction of the problem will result.

For projects of an on-going nature which provide services to students and/or teachers, the funding period should be of sufficient duration to ensure that the efforts do not cease prematurely. For example, those projects which provide support services to students in non-traditional program areas should run for the period of time that such students are enrolled in the program. A project duration of two or three years will enable such services to follow at least one class of students from program entry through job placement.

For projects who primary purpose is the development of tangible products (i.e., booklets, films, etc.), the funding period should be only as long as is necessary for completion. In addition, careful attention should be paid to product specifications in order to facilitate easy reproduction and wide dissemination.

The development of materials that show promise of statewide appeal and which are easily reproduced and disseminated should be given high priority for funding.

Staff Comments

The purpose of Subpart 3 projects is to provide programmatic improvement rather than long-term finances for programs. Funding is for various time spans depending on the nature of the project. Some projects are funded for one year, others for 18 months. The trend has been towards multi-year funding. The Vocational Education Equity Project (VEEP) was funded for Cycle III in 1979-80. Several projects which should have multi-year funding are being planned at the present time.

Many projects have a dissemination plan. In all cases the State reserves the right to request camera-ready copy to publish and disseminate the material. The Sex Equity Coordinators are preparing a sex equity dissemination plan.

3.15 SUPPORT SERVICES FOR WOMEN

Recommendations: page 118

1. Data on the status of nontraditional occupations and support services for women should be gathered by all existing program evaluation instruments and should be thoroughly analyzed and widely disseminated.

Staff Comments

Support services for women in nontraditional occupations is optional for LEA's. Consequently, it would be inappropriate to include this item on all program evaluation and review for compliance instruments.

2. Funds and staff should be obtained to conduct these (two state conferences for the purpose of assessing the needs of women in nontraditional occupations) conferences, as mandated in the State Plan.

Staff Comments

Two conferences are being planned for 1980-81.

3. Training which solely and/or specifically focuses upon the methods and materials necessary for providing support services should be developed, widely publicized, and held at several sites throughout the state. This is needed to aid those responsible at the local level for developing support services for women.

Staff Comments

The Sex Equity Coordinators have worked closely with community organizations which provide support services for women in nontraditional occupations. The Coordinators publicized training sessions sponsored by the Department of Labor which were held throughout the State. In the future, the Coordinators plan to conduct meetings having speakers with expertise in providing these services for LEA personnel.

4. To date, there has been minimal dissemination of information regarding employment opportunities or support systems for women. Since year 1 of funding under the current Five-Year Plan is only now coming to a close, there also has not been any dissemination of curriculum materials. Wide dissemination of information and curriculum materials should occur to ensure that those at the local level obtain the materials and information necessary to meet the needs of non-traditional students.

Staff Comments

A Subpart 3 contract was awarded to Minority Affairs Institute to provide information on support systems for women and employment opportunities. This resource guide will be disseminated to 500 LEA's in the near future. A special project has been awarded to Los Rios District to purchase already developed resources and disseminate them to districts.

5. Interagency agreements with teacher training institutions should be developed to better assure an increase in the numbers of female instructors and administrators in vocational education.

Staff Comments

In addition to the San Jose City College project that will recruit women who are employed in nontraditional occupations and train them to become occupational teachers, there are other projects such as Mt. San Jacinto College providing teacher preparation for part time credentialing. Long Beach State University offers a project parallel to San Jose's.

All students enrolled in training for vocational education credentials at UCLA receive instruction in sex equity. The booklet "Sex Equity in Vocational Education" by Suzanne Weinheimer was prepared for teacher training institutions as a part of a Subpart 3 contract.

6. Greater effort by state staff should be directed toward the provisions of leadership activities and the coordination of local education programs designed to impact upon students, as required in the Plan. The local personnel who could serve as facilitators for these efforts include those involved in job placement and counseling services. Through the use of existing networks and/or the development of new networks, state staff may provide these individuals with the necessary training and resources to meet the needs of students enrolled in non-traditional programs.

Staff Comments

A "show and tell" workshop held in late July provided information and materials concerning the various Displaced Homemaker projects. A project is in progress that will result in development of filmstrips depicting the World of Apprenticeship plus four specific

jobs and conditions (operating engineers, hospital workers, etc.) Each school district will receive a final copy. The information will also be a part of the VEEP "trainer of trainers" packet.

A new proposal for 1979-80 (CC-PAGE) will divide the community colleges in seven geographical areas each with a sex equity consultant who will give direct help to the faculty in the colleges in their area for the purpose of meeting the needs of students enrolled in nontraditional programs.

7. The Sex Equity Survey should be modified to collect the information required above (support services and programs that encourage equal access; organizations, agencies, educational institutions, projects, etc. that have addressed the entry of males and females into non-traditional occupations).

Staff Comments

Rather than revising the Sex Equity Survey, the information referred to in the recommendation will be addressed in VEEP meetings and again in the new geographical network where individual technical assistance will be given. The Minority Affairs Resource Guide will assist LEA's in this effort.

8. The Sex Equity Survey or other data collection systems should be utilized to thoroughly monitor the progress of LEA's in providing programs for persons described in Section 120(J) and (L).

Staff Comments

There is no doubt a system to monitor progress of LEA's in providing such programs (support services and displaced homemakers) is needed. However, it must be remembered that support services and displaced

homemakers at the local level are optional programs. The Sex Equity Survey was, as stated in the correct title, a guide to assessing compliance, not a program monitor instrument.

3.16 DISPLACED HOMEMAKERS AND OTHER SPECIAL GROUPS

Recommendations: page 131

1. Funds and staff should be obtained to conduct these conferences as mandated in the State Plan. In planning for these conferences, the women's centers operating out of a number of community colleges could be utilized. Many such centers are already taking steps to meet the needs of displaced homemakers, and thus have valuable resources and personnel readily available. Inviting persons from women's centers to these conferences and emphasizing the opportunities for cooperation between educational personnel and women's centers to these conferences and emphasizing the opportunitities for cooperation between educational personnel and women's center staff should enhance local efforts to provide for the needs of Displaced Homemakers.

   Staff Comments

   The first statewide workshop conference held July 27, 1979 in Los Angeles, included Directors of Women's Centers, Vocational Deans, Deans of Student Services and Home Economics Department chairpersons. Other conferences will be held before 1982.

2. In-service training conducted specifically in accordance with the above stated objective should be developed, widely publicized, and held at a few sites throughout the state. This is necessary to aid those at the local level who are responsible for meeting the wide range of needs of the displaced homemaker. As stated above, women's center staff could be valuable resources when developing in-service training designed to address the needs of displaced homemakers.

   Staff Comments

   Women's centers are cognizant of the need to serve displaced homemakers and that "displaced homemaker" refers to men as well as women. A booth at a Los Angeles conference on sex equity was sponsored by a "Women/Man Center."

In addition, due to severe budgeting restrictions placed on local educational agencies (LEA) and state travel fund restrictions, large numbers of workshops are not planned.

At recent home economics workshops, this area was included as a topic.

3. Additional in-service training conducted in accordance with the above stated objective should be developed, widely publicized, and held at a few sites throughout the state, on an on-going basis. This is necessary to aid those at the local level who are responsible for meeting the wide range of needs of the displaced homemaker.

   Using the local resources available through community college women's centers and emphasizing cooperative efforts between such centers and educational personnel should help increase the impact of such workshops.

   Staff Comments

   See Staff response to Recommendation 1 of this section.

4. Interagency agreements with teacher training institutions should be developed as required above.

   Staff Comments

   No agreements have been made with teacher training institutions specifically for training in the area of displaced homemakers. However, those teachers training institutions receiving vocational education funds do include training in all aspects of the Vocational Education Act PL 94-482 which includes displaced homemakers and other groups.

5. Strategies and techniques developed to aid displaced homemakers should be widely disseminated to ensure they impact upon the local level.

Staff Comments

One of the objectives of each of the eight funded displaced homemakers projects was to develop a model program consisting of strategies and techniques which could be implemented by other schools and colleges. Having just concluded their first year of operation the project staffs are in process of developing those written models. As they are received by state staff they will be disseminated widely to colleges and adult schools within the state. The dissemination of such information will continue to be an objective of funded projects.

A comprehensive needs assessment on displaced homemakers will be conducted during 1979-80. The resultant data will be widely disseminated to the field.

PROPOSED SEX EQUITY EXPENDITURES - 1979-80

	State Department of Education		Community Colleges		
	Subpart 2	Subpart 3	Subpart 2	Subpart 3	Total
Network; newsletter, clearinghouse, identification of exemplary programs		$ 67,000		$ 50,000	$117,000
Teacher education modules		12,000			12,000
Data analyzation, assessment of status of women students and employees; determination of balanced programs and factors that led to balance		100,000			100,000
Local plans to recruit, retain and place non-traditional students				137,000	137,000
Recruitment posters and brochures; booklet describing SDE/CC sex equity activities; booklet sex discrimination and employment		25,000		25,000	50,000
Ten projects addressing support services for women in nontraditional occupations	$150,000		$187,000		337,000
Dissemination of materials		13,000		7,000	20,000
Reimbursement for attendance at VEEP workshops	15,000		15,000		30,000
Campus sex equity coordinators			250,000		250,000
Modify instructional programs in 8 districts	130,000				130,000
External evaluation project		27,500			27,500
Evaluation of Subpart 3 projects		4,000			4,000
TOTALS	$295,000	$248,500	$452,000	$219,000	$1,214,500

Sex Equity Subpart Three Projects

Project One

This project will maintain a sex equity network; publish bi-monthly newsletter; inform members of the network of input meetings on the Annual Program Plan and Accountability Report; establish a sex equity clearinghouse; review materials and publications for sex fairness; identify exemplary programs and provide descriptions of those programs to LEA's; provide articles, radio and TV spots to media.

Funding: Joint Project

SDE $67,000

CC 50,000

Project Two

The project will (1) assess the status of women students and employees in vocational education, (2) assess the perceptions of students relating to equal access, (3) determine which LEA's have balanced programs and the factors that led to balance, and (4) analyze the results of the sex equity surveys, PAR, PAVE, FUSE, VE 45's, 47's, and 48's.

Funding: SDE

Cost: $100,000

Project Three

The project will develop recruitment posters and brochures for each program area, develop and disseminate a booklet describing the sex equity activities of the SDE and Chancellor's Office; and develop and disseminate a brochure on sex discrimination and employment.

Funding: Joint

SDE $25,000

CC 25,000

Project Four -- Community College/Project to Achieve Gender Equity

1) Local plans to recruit, retain and place the nontraditional student
2) Update the Sex Equity survey
3) Spot check the VEA 47 and 48's
4) Identify exemplary programs

Total Cost: $137,323

Funding: CC

Sex Fairness Priorities for 1979 through 1982
in Development of a Three-Year Plan of Action
for California Community Colleges and Secondary Schools

PRIORITIES

1979-80	1980-81	1981-82
Awareness of the problems of sex stereotyping, bias, and discrimination; maintaining sex equity network of secondary school and community college personnel; extend network to four-year institutions.	Inservice training at junior high school level; CETA & private schools	Awareness: Maintain efforts at junior high, senior high, community college & four year institution levels; CETA & private schools.
Data collection, analysis and dissemination.	Emphasis on office education, distributive education, agriculture, industrial arts, fire and police science program areas.	Exemplary programs to recruit, retain and place students in programs or occupations that are not traditional to their sex.
Evaluation of State Department of Education/California Community Colleges policies and practicies relating to sex equity.	Coordination of data collection and analysis with the Office of Civil Rights regulations & guidelines & dissemination.	
Recruitment, retention and placement of students in programs not traditional to their sex.	Evaluation of local campus plans to recruit, retain and place the non-traditional student.	
LEA/Community College plans for recruitment, completion, and placement of nontraditional students.		
Emphasis on industrial education, consumer and homemaking education, technical education, health careers.		

FUNCTION A

Take action necessary to create awareness of programs and activities in vocational education designed to reduce sex bias and sex stereotyping in all vocational education programs, including assisting the State Board in publicizing the public hearings on The California Five-Year Plan for Vocational Education.

1979-80	1980-81	1981-82
Maintain a sex equity network composed of two representatives at each high school, community college, four-year institution; vocational education administrators; professional organizations; State Department of Education personnel; State agencies concerned with sex equity; women, minority and community-based organizations; business, industry, and labor organizations. Funding Source: Subpart 3 - Component of Project 1 Cost: Total cost of Project One - $117,000	Maintain sex equity network; extend network to junior high school level. Funding Source: Subpart 3 - Component of Project 1 Cost: Total Cost of Project 1 -	Maintain sex equity network. Funding Source: Subpart 3 - Component of Project 1 Cost: Total Cost of Project 1 -
Publish expanded bimonthly newsletter. Funding Source: Subpart 3 - Component of Project 1 (1979-80)	Publish and disseminate bimonthly newsletter. Funding Source: Subpart 3 - Component of Project 1 Cost:	Publish bimonthly newsletter. Funding Source: Subpart 3 - Component of Project 1 Cost:
Inform 1,000 persons of input meetings on the Five-Year Plan and Annual Program Plan. Funding Source: Subpart 3 - Component of Project 1 (1979-80)	Inform 1,000 persons of input meetings on Annual Program Plan and Accountability Report.	Inform 1,000 persons of input meetings on the Annual Program Plan and Accountability Report. Funding Source: Subpart 3 - Component of Project 1 -
Provide inservice training to high school, community college and four-year institution personnel. Funding Source: Subpart 3 - (1978-79)	Provide inservice training to junior high school, high school, community college, and four-year institution personnel. Funding Source: Subpart 3 Total Cost:	Provide inservice training to junior high school, high school, community college, and four-year institution personnel on a regional level. Funding Source: Subpart 3 Total Cost:

(4)

FUNCTION A

1979-80	1980-81	1981-82
Conduct inservice training on sex equity and vocational education to women's organizations; school board members; district office personnel, and school site principals. Funding Source: Subpart 3 - (1978-79)	Conduct inservice training for minority groups on sex equity in vocational education. Funding Source: Subpart 3 Total Cost:	
Make 10 presentations to professional associations, LEA's, business, industry and labor Funding Source: Staff function	Make 10 presentations to business and industry. Funding Source: Administrative Budget	
Form and convene a task force of business and industry persons to address sex equity. Funding Source: Administrative Budget	Meet with task force of business and industry. Funding Source: Administrative Budget	Meet with task force of business and industry. Funding Source: Administrative Budget
Disseminate 130,000 copies of a brochure on sex equity to students, teachers, administrators, counselors, parents, and the general public. Funding Source: Subpart 3 - (1978-79)		
	Conduct public relaitons campaign using radio and tv spots. Funding Source: Subpart 3 - Component of Project 1 Cost:	
Develop teacher education modules designed to make student teachers aware of strategies to reduce sex bias in Business Education. Funding Source: Subpart 3 Cost: $12,000		

FUNCTION B

Gather, analyze and disseminate data on the status of men and women students and employees in vocational education programs of the State.

1979-80	1980-81	1981-82
Clarify guidelines for sex equity survey. Funding Source: Staff function		
Analyze and disseminate data gathered on the sex equity survey. Funding Source: Subpart 3 - Component of Project II Cost: Total Cost of Project II - $100,000	Analyze and disseminate data gathered on the sex equity survey. Funding Source: Subpart 3 - Component of Project II Cost: Total Cost of Project II -	Analyze and disseminate data gathered on the sex equity survey. Funding Source: Subpart 3 - Component of Project II Cost: Total Cost of Project II -
Analyze and disseminate data gathered on vocational education 45's, 47's and 48's. Funding Source: Subpart 3 - Component of Project II	Analyze and disseminate date gathered on vocational education 45's, 47's, and 48's. Funding Source: Subpart 3 - Component of Project II	Analyze and disseminate data gathered on vocational education 45's, 47's, and 48's. Funding Source: Subpart 3 - Component of Project II
Analyze and disseminate data gathered on PAR, PAVE, and FUSE. Funding Source: Subpart 3 - Component of Project II	Analyze and disseminate data gathered on PAR, PAVE, and FUSE. Funding Source: Subpart 3 - Component of Project II	Analyze and disseminate data gathered on PAR, PAVE, and FUSE. Funding Source: Subpart 3 - Component of Project II
Gather, analyze and disseminate data on the perceptions of secondary students in relation to equal access. Funding Source: Subpart 3 - Component of Project II	Gather, analyze, and disseminate data on the perception of secondary students in relation to equal access. Funding Source: Subpart 3 - Component of Project II	Gather, analyze and disseminate data on the perception of secondary students in relation to equal access. Funding Source: Subpart 3 - Component of Project II

FUNCTION B

1979-80	1980-81	1981-82
Assess the status of women students and employees in vocational education. Funding Source: Subpart 3 - Component of Project II	Assess the status of women students and employees in vocational education. Funding Source: Subpart 3 - Component of Project II	Assess the status of women students and employees in vocatonial education. Funding Source: Subpart 3 - Component of Project II
Gather, analyze and disseminate data on balanced programs and the factors that lead to balance. Funding Source: Subpart 3 - Component of Project II	Gather, analyze and disseminate data on balanced programs and the factors that led to balance. Funding Source: Subpart 3 - Component of Prcject II	Gather, analyze and disseminate data on balanced programs and the factors that led to balance. Funding Source: Subpart 3 - Component of Project II
Conduct a 5 percent check of community college, VEA 47's and 48's to assess accuracy of data. Funding Source: Subpart 3 - Component of Project IV Cost: Total Cost of Project IV - $135,000	Conduct a 5 percent check of community college, VEA 47's and 48's to assess accuracy of data.	Conduct a 5 percent check of community college, VEA 47's and 48's to assess accuracy of data.
Review the sex equity survey with each community college administration and update data to reflect local status. Funding Source: Subpart 3 - Component of Project IV Cost:	Review the sex equity survey with each community college administration and update data to reflect local status. Funding Source: Subpart 3 - Component of Project IV Cost:	Review the sex equity survey w th each community college administration and update data to reflect local status. Funding Source: Subpart 3 - Component of Project IV Cost:

FUNCTION C

Develop and support actions to correct problems brought to the attention of the sex equity coordinators through activities carried out under Function B and studies necessary to carry out the ten functions, including creating awareness of the Title IX complaint process.

1979-80	1980-81	1981-82
Disseminate 1000 copies of What To Do With Your Grievance (Dissemination Budget)	Disseminate 1000 copies of What To Do With Your Grievance (Dissemination Budget)	Disseminate 1000 copies of What To Do With Your Grievance (Dissemination Budget)
Conduct self-evaluation of vocational education unit's policies and practices relating to sex equity (staff function)	Develop system to correct problems uncovered through data and studies. (a staff function)	Develop system to correct problems uncovered through data and studies (a staff function)
Establish a system at the state level that will address:	Maintain a system at the state level that will address:	Maintain a system at the state level that will address:
a) hiring, firing, promotion of vocational education employees	a) hiring, firing, promotion of vocational education employees	a) hiring, firing, promotion of vocational education employees
b) equality in decision making	b) equality in decision making	b) equality in decision making
c) equality in review panels	c) equality in review panels	c) equality in review panels
d) identification of deficiencies	d) identification of deficiencies	d) identification of deficiencies
e) review of publications and materials for sex equity	e) review of publications and materials for sex equity	e) review of publications and materials for sex equity
f) women in vocational education administration staff function	f) women in vocational education administrative staff function	f) women in vocational education administration staff function
Funding Source: Staff function	Funding Source: Staff function	Funding Source: Staff function

FUNCTION D

Review the distribution of grants and contracts by the State Board to assure that the interests and needs of women are addressed in all projects assisted under the act.

1979-80	1980-81	1981-82
Review and sign off on all vocational education grants and contracts. Funding: Staff function	Review and sign off on all vocational education grants and contracts. Funding: Staff function	Review and sign off on all vocational education grants and contracts. Funding: Staff function
Provide criteria for determining LEA efforts in addressing sex equity in vocational education applications and grants. Funding Source: Staff function	Provide criteria for determining LEA efforts in addressing sex equity in vocational education applications and grants. Funding Source: Staff function	Provide criteria for determining LEA efforts in addressing sex equity in vocational education applications and grants. Funding Source: Staff fundtion
Assure that women's organizations have adequate opportunity to compete for grants. Funding Source: Staff function	Assure that women's organizations have adequate opportunity to compete for grants. Funding Source: Staff function	Assure that women's organizations have adequate opportunity to compete for grants. Funding Source: Staff function

FUNCTION E

Review all vocational education programs (including work-study programs, cooperative vocational education programs, apprenticeship programs and the placement of students who have successfully completed vocational education programs) in the State for sex bias.

1979-80	1980-81	1981-82
Twenty-five percent of all secondary districts will have a Program Administrative Review which will contain sex equity. Funding Source: Staff function	Twenty-five percent of all secondary districts will have a Program Administrative Review which will contain sex equity. Funding Source: Staff function	Twenty-five percent of all secondary districts will have a Program Administrative Review which will contain sex equity. Funding Source: Staff function
Twenty-five percent of all districts will have a Program Assessment of Vocational Education (PAVE) & College Occupational Program Evaluation System (COPES) which will include sex equity. Funding Source: Staff function	Twenty-five percent of all districts will have a Program Assessment of Vocational Education (PAVE) & College Occupational Program Evaluation System (COPES) which will include sex equity. Funding Source: Staff function	Twenty-five percent of all districts will have a Program Assessment of Vocational Education (PAVE) & College Occupational Program Evaluation System (COPES) which will include sex equity. Funding Source: Staff function
A random sampling of secondary schools and community colleges will receive onsite verification visits which will include sex equity. Funding Source: Staff function	A random sampling of secondary schools and community colleges will receive onsite verification visits which will include sex equity. Funding Source: Staff function	A random sampling of secondary schools and community colleges will receive onsite verification visits which will include sex equity. Funding Source: Staff function

FUNCTION E

1979-80	1980-81	1981-82
Twenty-five percent of all districts will return one sex equity survey per high school to the sex equity coordinator, with the remainder completing surveys and placing them on file with the Director of Vocational Education. Funding Source: Staff function	Twenty-five percent of all districts will return one sex equity survey per high school to the sex equity coordinator, with the remainder completing surveys and placing them on file with the Director of Vocational Education. Funding Source: Staff function	Twenty-five percent of all districts will return one sex equity survey per high school to the sex equity coordinator, with the remainder completing surveys and placing them on file with the Director of Vocational Education. Funding Source: Staff function
Prepare items for Follow-Up Students and Employers (FUSE) & Student Accountability Model (SAM). Funding Source: Staff function	Conduct Follow-Up of Students and Employers (FUSE) & Student Accountability Model (SAM)	Conduct Follow-Up of Students and Employers (FUSE) & Student Accountability Model (SAM).
Analyze all community college responses to Program Administrative Review (PAR), sex equity survey. Funding Source: Staff function	Analyze all community college responses to Program Administrative Review (PAR), sex equity survey. Funding Source: Staff function	Analyze all community college responses to Program Administrative Review (PAR), sex equity equity survey. Funding Source: Staff function

FUNCTION F

Monitor the implementation of laws prohibiting sex discrimination in all hiring, firing, and promotion procedures within the State relating to vocational education.

1979-80	1980-81	1981-82
Disseminate documents on sex discrimination and employment. Funding Source: Subpart 3 - Component of Project 3 Cost: Total Cost of Project 3 - $50,000		
Develop a system to assist persons who have grievances related to sex discrimination in vocational education. Funding Source: Staff function	Maintain a system to assist persons who have grievances related to sex discrimination in vocational education. Funding Source: Staff function	Maintain a system to assist persons who have grievances related to sex discrimination in vocational education. Funding Source: Staff function.

FUNCTION G

Assist local educational agencies and other interested parties in the State in improving vocational education opportunities for women.

1979-80	1980-81	1981-82
Fund 10 projects addressing support services for women in nontraditional occupations. Funding Source: Subpart 2 Cost: $337,000	Fund 10 projects addressing support services for women in nontraditional occupations. Funding Source: Subpart 2 Cost:	Fund 10 projects addressing support services for women in nontraditional occupations. Funding Source: Subpart 2 Cost:
Fund LEA's who wish to alleviate sex bias, stereotyping and discrimination. Funding Source: Incentive Budget	Fund LEA's who wish to alleviate sex bias, stereotyping and discrimination. Funding Source: Incentive Budget	Fund LEA's who wish to alleviate stereotyping and discrimination. Funding Source: Incentive Budget
Develop and disseminate 475 sex-fair slide tape presentations related to apprenticeship. Funding Source: Subpart 3 (1978-79)	Develop and disseminate slide tape presentations relating to office and agriculture education. Funding Source: Subpart 3 Cost:	Develop and disseminate secondary multi-disciplinary vocational education curriculum and materials. Funding Source: Subpart 3 Cost:
Disseminate descriptions of exemplary programs and practices to LEA's. Funding Source: Subpart 3 - Component of Project 4 & Project 1	Disseminate descriptions of exemplary programs and practices to LEA's. Funding Source: Subpart 3 - Component of Project 4 & Project 1	Disseminate descriptions of exemplary programs and practices to LEA's. Funding Source: Subpart 3 - Component of Project 4 & Project 1

1979-80

Disseminate recruitment posters and brochures relating to each program area.

Funding Source: Subpart 3 - Component of Project 3

Cost: Total Cost of Project 3-$50,000

Disseminate to LEA's:

a) Maximizing Human Potential/Free to Choose Anything Goes
c) Choices and Challenges: A Student Guidebook About Nontraditional Career Opportunities
d) Research for Women: Sex Stereotyping, Nontraditional Jobs and Vocational Training
e) Orange County Teenager Parent Project Materials
f) Great Expectations Curriculum Materials
g) Resource Bank for Overcoming Sex Bias and Stereotyping in Vocational Education
h) Moving Toward Sex Equity
i) Steiger Report
j) Cal Training Manual on Sex Equity in Vocational Education
k) Slide Tape Presentation on Sex Equity in Vocational Education

Funding Source: Subpart 3

Cost: $20,000

1980-81

Disseminate information on industrial arts programs and materials that lead to sex balance.

Funding Source: Subpart 3

Cost:

Disseminate materials and in tion resulting from conferences on support services for women in nontraditional occupations.

Funding Source: Subpart 3

Cost: $2,000

Fund project to increase the number of non-vocational education teachers who wish to teach vocational courses not traditional to their sex.

Funding Source: Subpart 2

Cost:

1981

Hold three dissemination conferences on sex equity materials.

Funding Source: Subpart 3

Cost:

FUNCTION H

Make available to the State Board, the State Advisory Council, the National Advisory Council on Vocational Education, the State Commission on the Status of Women, the Commissioner, and the general public, including individuals and organizations in the State concerned with sex bias in vocational education, information developed under this section of the Vocational Education Act.

1979-80	1980-81	1981-82
Publish and disseminate a booklet describing sex equity activities conducted by the State Department of Education and the Chancellor's Office, California Community Colleges.	Publish and disseminate a booklet describing sex equity activities conducted by the State Department of Education and the Chancellor's Office, California Community Colleges.	Publish and disseminate a booklet describing sex equity activities conducted by the State Department of Education and the Chancellor's Office, California Community Colleges.
Funding Source: Subpart 3 - Component of Project 3	Funding Source: Subpart 3	Funding Source: Subpart 3
	Cost:	Cost:

FUNCTION 1

Review the self-evaluations required by Title IX.

1979-80	1980-81	1981-82
Title IX self-evaluations of twenty-five percent of all secondary districts will be reviewed. Funding Source: Staff function	Title IX self-evaluation of twenty-five percent of all secondary districts will be reviewed. Funding Source: Staff function	Title IX self-evaluations of twenty-five percent of all secondary districts will be reviewed. Funding Source: Staff function
State Department of Education Title IX coordinator & the secondary sex equity coordinator will provide training to regional staff on Title IX. Funding Source: Staff function		
The Affirmative Action officer & sex equity coordinator of the Community Colleges will review all Title IX self evaluations.		

FUNCTION J

Review and submit recommendations with respect to overcoming sex bias and sex stereotyping in vocation education programs for the five year State plan and its annual program plan prior to their submission to the Commissioner for approval.

1979-80	1980-81	1981-82
Convene Chancellor's Office/State Department of Education advisory committee on sex equity for planning purposes.	Convene Chancellor's Office/State Department of Education advisory committee on sex equity for planning purposes.	Convene Chancellor's Office/State Department of Education advisory committee on sex equity for planning purposes.
Advisory committee will make recommendations to the Chancellor's Office and the State Department of Education.	Advisory committee will make recommendations to the Chancellor's Office and the State Department of Education.	Advisory committee will make recommendations to the Chancellor's Office and the State Department of Education.
Sex equity coordinators will meet with programmatic advisory committees for recommendations on sex equity priorities.	Sex equity coordinators will meet with programmatic advisory committees for recommendations on sex equity priorities.	Sex equity coordinators will meet with programmatic advisory committees for recommendations on sex equity priorities.

INCENTIVES

1979-80	1980-81	1982-83
All districts participating in the Vocational Education Equity Project Workshops will be reimbursed $40 per participant. Funding Source: Subpart 2 Cost: $30 ,000		
All community colleges will receive a minimum of $1,000 for the development of instructional plans to recruit, retain, and place nontraditional students. Funding Source: Subpart 2 Cost: $250,000	All community colleges will receive a minimum of $1,000 for the development of instructional plans to recruit, retain, and place nontraditional students. Funding Source: Subpart 2 Cost:	All community colleges will receive a minimum of $1,000 for the development of instructional plans to recruit, retain, and place nontraditional students. Funding Source: Subpart 2 Cost:
Ten secondary districts will receive $10,000 to modify one or more programs to achieve sex equity. Funding Source: Subpart 2 Cost: $130,000	Ten secondary districts will receive $10,000 to modify one or more programs to achieve sex equity. Funding Source: Subpart 2 Cost:	Ten secondary districts will receive $10,000 to modify one or more programs to achieve sex equity. Funding Source: Subpart 2 Cost:
Incentives will be provided to secondary districts for model programs and for programs that encourage male and female enrollments in nontraditional courses of study. Funding Source: Subpart 2 Cost: $130,000	Incentives will be provided to secondary districts for model programs and for programs that encourage male and female enrollments in nontraditional courses of study. Funding Source: Subpart 2 Cost:	Incentives will be provided to secondary districts for model programs and for programs that encourage male and female enrollments in nontraditional courses of study. Funding Source: Subpart 2 Cost:

BACKGROUND AND SUMMARY

I. BACKGROUND

1. Brief statement of the issue

Each year the JPC recommends to the State Board of Education (SBE) and Board of Governors (BOG) the division of vocational education funds. The JPC must recommend to the respective Boards the 1980-81 division of vocational education funds.

2. Reason why this item has to come before the Council

In order to have efficient management of vocational education programs, it seems advisable the respective state agencies be informed regarding the division of vocational education funds so that when the USOE sends to the State a grant award, the agencies will be ready to move immediately in the allocation of vocational education funds to LEAs.

3. Pertinent regulations/policies

The Cooperative Agreement between the SBE and BOG has authorized the division of funds be maintained at the status quo level until the results of a study is available. The study for the division of funds will not be approved by the Department of Finance and General Services. The end result of this delay is the RFP will be redrafted and sent to potential bidders. It is unlikely the study will be completed before the end of 1980.

4. Previous related Board action on this item

Each year either in the fall or spring, the JPC has acted on a division of vocational education funds.

II. DISCUSSION OF THE ISSUE

5. Alternatives considered or to be considered

(a) Accept the recommendation. By accepting the recommendation the staff can proceed in an orderly manner in allocating funds to LEAs.

(b) Postponing action. No action could delay the time the respective agencies would have to make an allocation to LEAs. The LEAs should be notified in early spring so that they can properly prepare their budget.

6. Rationale for recommended action

The recommended action is to maintain the status quo. There does not appear to be any reasonable alternative manner to determine how the division of funds should take place based upon information and data available to either staffs. Only a third party study can give the JSC guidance in making changes in the division of funds.

7. Related issues and policy implications

None.

8. Public/field involvement

None.

III. REQUIRED TIMELINE

The California Advisory Council on Vocational Education (CACVE) recommends that the allocation of funds to LEAs be time to coincide with LEA budget cycle preparation. To do this, it would be necessary to act on this item during the fall and staff then, when it receives the grant award letter, could do the necessary calculations and allocation by mid-spring.

IV. FISCAL EFFECT

Timely allocation would assist the LEAs to make better use of their vocational education funds.

The Cooperative Agreement between the State Board of Education and the Board of Governors of the California Community Colleges requires that annually a determination be made regarding the division of federal vocational education funds.

The Agreement also calls for a third-party study of the division of funds between the two Boards. You will recall SAGE Institute of Provo, Utah, was the successful bidder on the RFP for this study. The Department of Finance raised serious questions regarding the contract. The staff withdrew the contract and has started a new RFP process.

Since the study will not be completed in time to contribute to the decision for 1980-81, the Joint Staff Council is recommending a continuation of the division of funds that was approved for 1979-80, which is as follows:

* Subpart 2

  54% of the grant be made available to the State Board Education and 46% be made available to the Board of Governrs of the California Community Colleges for LEA allocations and contracts/grants.

* Subpart 4

  50% of the grant be made available to the Board of Education and 50% be made available to the Board of Governors of the California Community Colleges for LEA allocations and contracts/grants.

* Subpart 5

  78% of the grant be made available to the State Board of Education and 22% be made available to the Board of Governors of the California Community Colleges for LEA allocations and contracts/grants.

Appendix A (Cooperative Agreement Between the California State Board of Education and the Board of Governors of the California Community Colleges) consisting of pages I-15 through I-18 was removed prior to the document's submission to the ERIC Document Reproduction Service.